

The Educational Weekly.

The Educational Weekly.

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S. R. WINCHELL,
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Editorial.

The "Weekly" will be sent from this date till Jan. 1, 1880, for 90 cts. in advance.

Napoleon prosecuting an English newspaper for libel was a curious spectacle. Indeed, he said he would sooner fight four armies than four printing presses. It is well to be on friendly terms even with a dog. But, for an enemy, better have dog or demon than a merciless man of talent.

The editor of the *New England Journal of Education* is evidently back on that paper. We know it by its gush. The sentimental twaddle of the last number would be a reproach to a school-girl of ten. The editor has evidently been on a diet of spoon victuals. Start the "Drift" man again, Mr. Bicknell, or hire somebody to write for you. Give us somebody with whom it is worth while to crack a stick.

"It is shown in prison registers that crime is generally co-existent with ignorance and an ill-balanced brain in which the faculty of arithmetical calculation is almost wholly lacking. Sporadic crime among the educated and those of honest parentage amounts to but two per cent." This is an overwhelming argument in favor of preventive measures and their value above corrective penalties—in fact, in favor of general and, as far as circumstances will permit, thorough education.

It is a little amusing to hear old Plutarch moralizing upon the actions of some of his heroes, wondering why a certain one did, at such a time, an unexpected and unaccountable act, and gravely asserting that it must have been the work of some deity. Religious people, too, have the habit of putting the responsibility of their acts upon the Evil One, without giving him a fair chance to explain and recriminate. Yet this assumption of an outside controlling influence is not all pretense or delusion. As, when one steps off a train in pretty rapid motion, he finds himself rushed along the ground by a force impalpable and yet real and potent, so a man is often urged forward inexplicably, to the accomplishment of some end, by an influence that is neither sub-

jective nor objective, and yet somewhat of the nature of both. In such case the best plan is to give destiny rein, as we do a horse on a dark night, and she will bear us safe to our journey's end. If you feel you have the "power," go it, young man, go it while you're young!

If any man expects to escape the consequence of his weakness or wickedness he is much mistaken. The serpents coiling the Laocoön symbolize the folds of destiny. He who commits a treacherous act or allows himself to be made the tool of a malignant combination can no more escape punishment than he can escape death. In this section of the universe rewards may fail, but punishments never. Mercy is a Christian sentiment but revenge is a law of nature. "Vengeance is mine, saith the Lord."

Teachers should learn to distinguish between sentence-making and original composition. There can be no composition until there are ideas, and much of what goes by the name of composition-writing is a process of grinding out common-places which is not only an abortion in itself, but a preventive of subsequent natural fruitfulness. The mind does not reach maturity until long after the body has attained its acme of vigor, and yet we expect of the mind fecundity of reproduction when the body, including the brain, is in a state of infancy. Children may write compositions just as babes do babble; but to demand anything more than the mechanical execution of writing, which may be practiced in letters, abstracts, reviews, and synopses of given extracts—mere reproduction of the substance of given matter—tends to dwarfage and impotency.

It is not the intention of the WEEKLY to advocate spelling reform in a violent and radical manner; nor is it our intention to put any obstacles in the way of a rational, gradual simplification of our spelling, such as will make it somewhat consistent without marring its beauty or disguising the etymology. For our own part spelling never had the difficulties or hardships that some complain of. It was rather an interesting, not to say exciting feature of our school-boy days. It is not quite certain that its difficulties are not a positive advantage as the irregularity and ruggedness of the English language are elements of strength in the higher order of composition, as compared with the more fluent properties of the languages of the Latin race.

Much is said at times of cultivating the perceptive faculty of children, and surely nothing can be more suitable for this purpose than our spelling, which is best acquired through the eye.

Moreover, the pronunciation, which phonologists desire to represent by a perfect alphabet, is more changeable than the spelling is now, and more various than that spelling ever was. To say nothing of Chaucer and Spenser who wrote in a dialect antecedent to his time, it is doubtful if the pronunciation of Dryden, or even Swift, Pope, and Addison would be very intelligible to us now. The written character makes the sound represented by it a little more constant, and that is all. Among savage tribes a dialect becomes obsolete in less than a generation. Time was when there was scarcely any sound in English like that of our *n*, and the rhymes of comparatively recent British poets show how completely some of our letters and combinations of

letters have become turn-coats in sound. The English of the uneducated Irish of to-day is more like the English of Addison in pronunciation than that of an Oxford professor would be. Indeed, if it be that we shall meet the great ones of literature in another world, our first thought will be, What a horrid brogue! One thought should relieve us of the apprehension of being bored by the homilies of our remote ancestors in a future state; it is that we shall not be able to understand them.

Going no further back, what alphabet could be devised to represent the shades of pronunciation of the Americans, English, Scotch, and Irish. There are certain niceties of accent that can never be represented to the eye. And were it possible that they should be, they would soon be succeeded by another series requiring a reconstruction of the alphabet. At a late meeting of phonologists the two most prominent speakers were an Irish-American, but one remove from the tail of the plow, who pronounced with his cheeks working like the clapper of a pair of bellows, and a Yankee whose nasal drawl was composed in equal parts of indolence and a Lake Michigan catarrh. Now if any alphabet is devised to represent such beastly pronunciation of English, we want to be somewhere near, to do with its electrotype plates what Moses did to the original tablets of the law, which it took him so many days to engrave, upon the summit of Sinai.

THE DEVIL ON TWO STICKS.

THE devil of doubt and unbelief stalks over the world to-day on two sticks—Materialism and Spiritualism. The one is a rotten stick and the other a crooked one, and it makes us feel for a moment that we have Asmodeus down when we observe one of his props tripping up the other.

Such is the case in the current number of the *Popular Science Monthly*, a journal devoted to the strengthening of the materialistic prop of Asmodeus. In it is a translation of an open letter of William Wundt to Professor Hermann Ulrici, of the University of Leipsic, in which the former remonstrates with the latter for his conversion to spiritualism at the hands of the American mountebank, Henry Slade.

Stript of its scientific wrapping, the spirit of the article may be given as follows: The translator in a note explains that, while in this country spiritualism has obtained considerable following among the lower and middle classes, and received but little countenance from the learned and scientific, in England and Germany the case is precisely opposite. There the people take little interest in it, and whatever countenance it has received has been from the speculative and philosophical.

In regard to scientific authority, a person who passes for authority in one particular science can not transfer this quality at pleasure to other provinces. Isaac Newton, though authority on the law of gravitation, was all at sea in his apocalyptic studies, and Ernst von Baer's reputation as a naturalist did not render his Homeric investigations reasonable or authentic. Credibility does not make a man authority outside his own province, and he distinguished naturalists who were convinced by Slade's performance are not authority in dealing with the phenomena of spiritualism; for while they were pondering on the reversal of the Amperian and Weberian molecular currents when they saw how Slade affected the magnetic needle, a practical jurist would examine the sleeve of the medium for a concealed magnet, instead of attributing the miracle, as did the great savans, to the action of ghosts, or, as they are more accurately described "intelligent beings occupying space of four dimensions." To illustrate more

plainly: When the Heathen Chinese in that small game threw down a card, "which the same I had dealt to Bill Nye," did that astute William attribute the uncommon occurrence to the action of spirits? Not a bit of it. He convinced himself that the Celestial had in his sleeve full twenty-four packs, and on his fingers so taper what is oft found in tapers—that's wax, and with very little philosophical pondering,

"He went for that Heathen Chinese."

The probabilities that all the performances of the medium are jugglery are shown to be overwhelming. If the regular juggler has apparatus to aid in his tricks, the medium has the advantage of partial darkness, distraction of the observers' attention by many devices, the constrained position which the audience are bound to submit to, and the right to fail and try it over an indefinite number of times. Indeed, his facilities are superior to those of the juggler; for he has at his command mystery, credulity, and the right to experiment in public. He is to the juggler what the highwayman with the pistol was to the Irishman armed with a shillelah whose range was short though it never missed fire.

Moreover, it seems strange to this astute German that the prerogative of commanding all the spirits of the departed should be confined mostly to persons of the American nationality, and to one who has lived many years in America the circumstance is not less surprising that it is chiefly the long-haired men and short-haired women of this country that should have a "corner" on the ghosts. And such spirits! "Sinsible to last," was a Hibernian's exclamation as his wife was telling out the sums that were due her—a cry which was followed at once by the observation, "Arrah! how her sinses are failing her," when she began to recite the sums of money that she still owed. So if we allow that, living, all men are fools, surely, judging from the conversations and actions of spirits, their ghosts—and we say it reverently—are damned fools altogether.

A Catholic divine has stated that spiritualism is an affliction of mankind for a deviation from the belief in the supernatural, regulated by a properly constituted authority—the Church; and that it is composed of one part mesmerism, one part jugglery, and one part diabolism. While we can not but feel that granting the power of diabolism to be operative is granting all that the spiritualists claim, we fancy the prelate is almost right. From spiritistic manifestations take away credulity and jugglery, and what would be left? What but the vito-magnetic influence which was as manifest at the camp-meeting at Desplaines last week as ever in any seance—an influence, mysterious, present, potent, but as much the result of physical and psychical conditions as the electric current on the one hand and the delusions of mania on the other?

—Last March Supt. W. T. Harris, of St. Louis, delivered a lecture before the St. Louis Social Science Association, on *Method of Study in Social Science*. This lecture may now be had in pamphlet form by addressing the publishers, G. I. Jones & Co., St. Louis, Mo.

—*Benham's Musical Review*, of Indianapolis, has become *Baldwin's Musical Review*, of Cincinnati. The August number contains a beautiful song and chorus by J. A. Butterfield of this city, a polka for piano or organ, and violin or flute, besides two elegant piano pieces for advanced players. The July and August numbers will be sent for 15 cents. D. H. Baldwin & Co., Cincinnati, O.

MICHIGAN UNIVERSITY.

EVERY person who values good education must take pride in the prosperity and character of the University of Michigan. About a year ago it abandoned, as Yale and Harvard did before it, the rigid class organization, and provided for a great number of optional courses. The scheme, as designed for men, not boys, is an admirable one, as is the whole election theory. The difficulty is in carrying it out in actual practice, with all the diverse habits, motives, and characters found in the ordinary college population. The authorities at Ann Arbor have a clear view of the good which it is possible for the elective system to accomplish. Whether they have as full a conception of the dangers which beset it remains to be judged from the prudence and success with which they administer the system in the full department, Science, Literature, and the Arts. Heretofore the large choice of subjects has been confined to the Senior class. Reports of the results so far reached are encouraging and quite satisfactory.

We give below the reasons as announced by the faculty for making the proposed change.

First. We desire that the University shall more completely fulfill its functions as an integral part of our State System of Public Instruction. We do not intend to lower its standard of scholarship, but we wish to bring its work and that of the good High Schools into complete connection and co-ordination. We wish that each of the complete Courses in the well-equipped and well-conducted High Schools shall find its proper sequel in some Course here which shall lead to a degree. We desire that students of sufficiently mature age, who have prepared themselves in the High Schools to pursue with advantage any study which is taught in the University, may have an opportunity to take up that study with us, whether circumstances permit them to complete a full Course or not. The University will offer its aid to all those whom the High Schools have prepared to make their residence here creditable to the University and useful to themselves.

Secondly. We cherish the conviction that good results will follow from granting to our students larger liberty than they now enjoy in electing subjects of study. This conviction has been greatly strengthened by the happy influence already exerted by opening to Seniors a large choice of studies.

Thirdly. We believe that the plan proposed furnishes the student a great stimulus to make rapid progress and as large attainments as he can, instead of contenting himself with doing the average of men in a class. It will relieve the more capable scholar from the necessity of regulating his progress by that of classmates whom he might easily outstrip. Every inducement is offered to each student to broaden his work, or to complete his course at the earliest day practicable for him. The aim is to impress each one with the idea that he is doing *individual* work, not *class* work.

A certain amount of work to be done, rather than a fixed time in which certain work shall be done, will be named as the condition of graduation. The completion of a certain number of studies will be required for attaining a degree. The gifted and diligent scholar, it is expected, may complete the requisite number of studies in shorter time than the less gifted or the less diligent student, or he may enrich and broaden his culture by completing more studies than are needed for graduation.

It is perhaps unnecessary to add that, while we aim to stimulate every student to do his best work, we shall use every precaution to guard against mere "cramming," and hurried and superficial study, and shall strive to secure to every undergraduate a thorough and nutritious training.

—The *Magazine of Art*, published by Cassell, Petter, and Galpin, 596 Broadway, New York, continues to improve in interest and value. The August number is particularly attractive. Its chief articles are "Our Living Artists,"—Laurens Alma,—Tadema R. A.; "Fortune Lost and Won over Works of Art;" "An Artist's Trip to the Bahamas;" "Treasure-Houses of Art.—II.;" "New Forms of Panegyric;" "Pictures of the Year.—IV.;" "Mr. Seymour Haden on Etching." Yearly subscription, \$2.75. Single numbers, 25 cents.

REVIEWS.

The Reading Club and Handy Speaker: Being Serious, Humorous, Pathetic, Patriotic and Dramatic Selections in Prose and Poetry, for Readings and Recitations. Edited by George M. Baker. Boston: Lee & Shepard. Chicago: Jansen, McClurg & Co. 1879. Cloth, 50 cents. Paper, 15 cents.

This is No. 6 of a popular series of choice selections for the purposes named above. It contains 102 pages, and will meet the wants of a great many teachers.

The Girls' High School Music Reader By Julius Eichberg, Director of Musical Instruction in the Boston Public Schools. Boston: Published by Ginn & Heath. 1879.

This is a rare publication, valuable only to those for whose use it was compiled, and to such invaluable. It contains 177 beautifully printed large pages, filled with the sweetest and best of classical compositions for female voices. The songs are mostly for first and second soprano and alto, with piano accompaniment. In city high schools, where music is made a specialty, and in seminaries, social circles, and perhaps in choirs, this book will be found a treasure to be prized.

Moury's Perfect Grade Book, School Organizer, and Daily Register Combined. Published by D. Moury, Superintendent of Public Instruction, Goshen, Elkhart County, Indiana, 1878. Price \$1.00.

This work is designed to furnish a record to a new teacher which will enable him to see at a glance just the place occupied by every pupil in the school of his predecessors. It will also materially assist the teacher of an ungraded school in keeping an exact record of each pupil's progress, and thus lead to a more thorough and progressive course of study in the school. It may be used equally well in a graded or ungraded school, and will be found to contribute considerably to a more thorough and accurate grading by means of examinations.

The book is in general use in the best district schools of Indiana and is very highly recommended. Its chief value is as a record of examinations in country schools. As it is desirable that such a record should be kept, the *Perfect Grade Book* will find a place in all first class country schools where its merits have once become known.

The Inter-Ocean Curiosity Shop. Being a Series of Questions and Answers on Practical Matters, for the Information of Everybody. Compiled from *The Inter-Ocean*, by George E. Plumbe, Esq. Chicago: The Inter-Ocean Publishing Company, 1878.

The *Inter-Ocean* is well known as the great Republican paper of the West, indeed, as the great "stalwart" in the ranks of the Republican Press of the country. Its circulation among the sober, staunch, and staid Republicans of the West exceeds that of any three other papers published west of New York. It has had a mission, and has courageously contended for the cause which it espoused at the outset. It still has a mission, and is as valiant as ever in the advocacy of the prime principles of a truly republican democratic government. Its future is sure to be crowned with honor and success.

One of the distinguishing features of the *Inter-Ocean* for several years past has been its weekly publication of questions and answers on living topics. There has been no question of politics, science, history, education, or business, which has been regarded as too difficult for the great puzzle expounder of the *Inter-Ocean*. Here the disputes of doctors, lawyers, merchants, farmers, teachers, and preachers have found ready adjustment by the facile pen of the cyclopedic Plumbe. These questions and answers have been republished in book form, and are now offered, with a good index, for only ninety cents. The book consists of 169 large, double column pages, comprising the "Curiosity Shop" as published from October 5, 1876 to September 27,

1877. The book is one of great value to teachers, editors, or any person who has occasion to use a knowledge of the facts which it contains. It approaches an encyclopedia in character, and in general, is quite as reliable. The answers are brief and to the point, and could have been prepared only through much study and investigation into the facts of which they treat.

A later and quite as marked a departure of this great paper is the establishment of an educational department, in which are published the current views of educators, the latest news from schools and colleges, personal interests of interest, decisions on school laws, etc. This makes the paper still more valuable to teachers.

Education as a Science. By Alexander Bain, LL. D., Professor of Logic in the University of Aberdeen. N. Y.: D. Appleton & Co. Chicago: Jansen, McClurg & Co. Price \$1.75, 1879.

There has been no book of the "International Scientific Series" more eagerly awaited and more readily adopted by thinkers on education than this late work of Professor Bain. As the author says in his preface, the attempt has been made to destroy confusion, rather than overthrow error. There was need of system in education, especially in the art of teaching. The principles announced by educational writers like Pestalozzi, Froebel, Mill, Spencer, etc., have been sometimes at variance, and all of them disjointed and fragmentary. Nothing has been fixed, and there has always been, and still, is a confusion of practice as well as of theory. The careful study given to the subject by so distinguished a scholar and thinker as Professor Bain has produced a work of great value. It is valuable not only to the student and philosopher, to enable them to comprehend and deal with the subject as a science, but it will be found of practical value to the teacher, in aiding him to look upon his work from a scientific standpoint, and to work systematically toward a definite end in a logical and intelligent manner. This is not the only effort of the kind that has been made, however, for within the past few years many less extended treatises have appeared, as the product of minds actually engaged in developing the science in the classroom. Ever since the time of Plato and Aristotle educational thinkers have endeavored to establish a science of education. But their work has been too remote from the school-room, and consequently of but little practical value to the actual teacher. They have given us a chapter here and there, but no connected and complete sketch of the science, developed systematically for the common mind. In the work of Professor Bain, the teacher may find the subject treated as a whole—coldly and philosophically, it may be—but systematically and thoroughly.

The views of the author are unmistakable. There is less of inspiration and delight to be obtained from reading the book than we would suppose. It is somewhat mechanical in its arrangement, and even in its expression of the principles laid down, as the author's view of the operations of the mind reduces them also to a kind of mechanism. The brain is regarded as receiving impressions from without, and education is consequently a process of acquisition, and not, as is generally held, a development of inherent powers—a leading out, or forward; though Mr. Bain does not thus commit himself to a definition. At the opening of his book, he presents several of the most familiar definitions of this term, but fails to give one of his own. According to the founders of the Prussian National System, it is "the harmonious and equable evolution of the human powers," or, in the words of Stein, "by a method based on the nature of the mind, every power of the to be soul unfolded, every crude principle of life

stirred up and nourished, all one-sided culture avoided, and the impulses on which the strength and worth of men rest, carefully attended to." Mr. Bain says: "The leading inquiry in the art of education is how to strengthen memory." This opinion is in harmony with his view of the functions of the brain—to receive impressions from external sources rather than from the unfolding of innate germs of thought. Is not education rather the directing and training of the mind so as to enable its possessor to *think* and thus determine for himself what is true or what is right? It is not reading, or the storing of the memory with facts, or the acquisition of any amount of knowledge that makes us wise. According to Locke, "Reading furnishes the mind only with the materials of knowledge; it is thinking makes what we read ours." It is better for one to discover a truth for himself than to get it at second hand.

It is not our purpose, however, to make an extended criticism of the book; it may be regarded as presumptuous even to take exception to the author's view on the above question, but we regard this as the fundamental principle underlying the psychological discussions contained in the book. Mr. Bain is a representative of a large class of modern writers—mostly scientists—who seem to resolve man into a machine, and the operations of his mind into nothing more than a mechanism with which he himself has nothing to do—in fact, they materialize even the sentiments and emotions of men, and make them the product of certain nervous activities.

As between science and language, Mr. Bain attributes far the more importance to the former; and in offering what he believes will be substantially the curriculum of higher education in the university of the future, he places science first, including the primary sciences; some one or more of the natural history sciences, to which may be added geography. After these come the Humanities, including history and the various branches of social science, together with a view, more or less full, of universal literature; and lastly English composition and literature.

BOOKS AND PAMPHLETS RECEIVED.

Annual Report of Indiana University, including the Catalog for the Academic year 1878-79. Bloomington, Ind. Lemuel Moss, D. D., President.

Prospectus of Jennings Seminary, Aurora, Ill., for the years 1879 and 1880. With Catalog of Officers and Teachers for the years 1878 and 1879. Rev. Martin E. Cady, A. M., Principal.

Twenty-second Annual Report of the Chicago Young Men's Christian Association, together with Original and Amended Charter, Constitution, By-Laws, List of Officers, Life members, Standing Committees, etc., etc. April, 1879.

Thirty-first and Thirty-second Annual Reports of the School Committee of the city of Manchester, N. H., together with the Annual Reports of the Superintendent of Public Instruction, for the years ending December 31, 1877 and 1878. Wm. E. Buck, Superintendent.

Annual Catalog and Announcement of the Columbia Veterinary College, and School of Comparative Medicine, New York, 1879.

Forty-second Annual Report of the Superintendent of Public Instruction of the State of Michigan, with accompanying documents, for the year 1878. Cornelius A. Gower, Supt. Public Instruction.

Annual Report of the Board of Education, and General Rules and Regulations of the Public Schools of the City of Oshkosh, Wis., 1879. George N. Read, Superintendent.

Catalog of Cornell College, Mount Vernon, Iowa, 1878-79. Rev. Wm. F. King, D. D., President.

Twenty-seventh Annual Catalog of Lasell Seminary for Young Women, at Auburndale, Mass., for the Academic year 1878-79. Charles C. Bragdon, A. M., Principal.

Practical Department.

CUBE ROOT.

MARY RUCKMAN, South Bend, Ind.

A SET of cubic blocks of the student's own make should be in the possession of each student of cube root. The act of making them and the time spent in the work is very apt to give much light on the subject. A set can very easily be made of perforated card board, which is not difficult to cut evenly; the several pieces can be sewed neatly with dark thread. Two or three hours are required to make them, without ornamentation, which is by far the prettiest way to have them. Cube root is difficult to understand without the blocks, but illustrating the subject gives much aid to the student. The method given is a normal method.

1. Write the number whose root is to be obtained.
2. Point, because the cube of no one of the nine digits exceeds three places.
3. Find the greatest cube in the left hand period whose root is an integral number and find the edge or root.
4. Subtract the solidity of the cube from the given solidity.
5. Find the surface to which we add.
6. Divide the remaining solidity by the surface to which we add to find width of additions.

7. Find the solidity of the three largest additions.
8. Find the solidity of the three oblong additions.
9. Find the solidity of the small cube.
10. Find the total solidity.
11. Subtract.

12. Repeat, beginning with the 5th.

Find the cube root of 1'953'135'.

A solid 1 in. long, 1 in. wide, and 1 in. thick=1 cubic inch.

A solid 100 in. long, 1 in. wide, and 1 in. thick=100 cu. in.

A solid 100 in. long, 100 in wide, and 1 in. thick=100×100 cubic inches=10,000 cu. in.

A solid 100 in. long, 100 in. wide, and 100 in. thick=100×10,000 cu. in.=1,000,000 cu. in.

100×100×3=30,000 cu. in. surface to which we add, also called trial divisor. 100×100×20×3=600,000=solidity of three largest additions.

100×20×20×3=120,000=solidity of three oblong additions.

20×20×20=8000=solidity of small cube.

728,000=total solidity of additions.

120×120×3=43,200 surface to which we add.

120×120×5×3=216,000 solidity of three largest additions.

120×5×5×3=9,000 solidity of three oblong additions.

5×5×5 125 solidity of small cube.

225,125=total additions.

$$\begin{array}{r} 1'953'125' \left\{ \begin{array}{l} 100 \\ 20 \\ 5 \end{array} \right. \\ \underline{1\ 000\ 000} \\ 953'125 \\ \underline{728\ 000} \quad 125 \text{ cube root.} \\ 225125 \\ \underline{225125} \end{array}$$

In cubic root we extract the root from a solid whose length, breadth, and thickness must be considered; for this reason we must multiply by 3 with ciphers annexed. The result of the 1st division is the root of the three largest additions, whose length and width are the same as that of the large square, but their

thickness is much less; the 3rd division results in finding the root of the three oblong additions with a length equal to that of the large additions also of the large square, but a thickness and breadth equaling the thickness of the largest additions, the small cube fitting the corner between the other additions has the length, width, and thickness of the ends of the three oblong additions.

CORPORAL PUNISHMENT.

B. P. MARSH, M. D., Bloomington, Ill.

MY attention has for a number of years been called to injuries caused by occasional case: of too severe—or recklessly executed—punishment of school children. Foremost educators, while not believing it expedient to prohibit corporal punishment, acknowledge that injury, injustice, and sometimes death even do now and then occur from its use. These serious results may arise from fright, or from concussion of the brain produced by merely jerking the child about or—the most frequent cause—inflicting the punishment upon the child's head. I have known death to occur solely from the fright, although fatal results cannot likely arise except from immediate blows upon the head. No one form of punishment is so dangerous as boxing the child upon the ear.

Not only is injury to the organ of hearing often produced, but inflammation of the brain frequently follows, and death has been the result. In the family this matter of injurious methods of punishment is not by any means beyond our influence, if we will but take pains to inform the people upon the subject. If corporal punishment is allowed at all in schools, its use ought to be carefully guarded.

No teacher should be allowed to punish a child by rudely jerking it about, by striking it any where on the head, or with any instrument whatever except it be flexible or with smooth edges. These requisites are best fulfilled by a rubber strap with rounded edges.

Moreover no punishment should be permitted except it be inflicted in the presence of a principal, another teacher, or a school trustee, as a salutary check upon undue temper or excitement. Every case of corporal punishment should also be reported in writing to the board of school trustees, stating the offense of the pupil, and the manner and severity of the punishment. I have known the above rules adopted by a board of school commissioners to reduce the number of cases of corporal punishment eighty-eight per cent in one month, and the schools continued meanwhile even more orderly and satisfactory than before. I am about collecting statistics of serious and fatal injuries caused by corporal punishment, and I write this article to request all the readers of THE EDUCATIONAL WEEKLY to forward to me statistics and history of all cases that may have come to their knowledge. State the date, place, name of child, character of punishment, and its results, also the offense for which the punishment was inflicted. Add other points, history, etc., if time and inclination suggest. I urge all to give the subject the little attention needed, to write me the main facts, at least, of all cases they have known, and thereby make the report more valuable. The information thus obtained I will communicate through this journal.

—Smith's Bible Dictionary, and an unabridged Cruden's Concordance, each to be sold for \$1.00, are recent announcements of the American Book Exchange, 55 Beekman street, N. e

(Written for the EDUCATIONAL WEEKLY.)

ENCOURAGEMENT.

By ADA L. BOBBITT.

Little hearts that love were needing
Happy now when love entwined;
Little feet that by your leading
Soon the better way will find;

Little hands that by your teaching
Toil the highest ends to gain;
Youthful minds great truths are reaching,
Are your labors then in vain?

Ah! those little hearts are holding
Buds that, though still out of view,
May in future days unfolding,
Shower fragrance over you.

For the Spring is time for sowing—
Then in patience work to-day;
Though as yet you see no growing,
Summer will your toil repay.

In the field so broad and ample
You've a noble work to do.
Follow still your great Example;
Jesus was a Teacher, too!

CLAYTON, ILL.

EXAMINATION QUESTIONS FOR GRAMMAR AND PRIMARY TEACHERS—CHICAGO, JULY 2, 1879.

MATHEMATICS—TIME: 9 TO 11:30.

Arithmetic.

1. Give a complete analysis of the process of dividing $\frac{3}{4}$ by $\frac{5}{8}$.
2. Find the cost of lining a tank whose interior dimensions are: length, 5 ft. 8 in.; width, 4 ft.; depth, 5 ft.; with zinc weighing 5 pounds to the square foot, at 12c. a pound, which includes the labor.
3. A man borrows \$10,000 in Boston, at 6 per cent, reckoning 360 days to the year, and lends it in Ohio at 8 per cent, reckoning 365 days to the year. What will he gain in 146 days?
4. In a partnership for two years, A furnished at first \$2,000, and 10 months after withdrew \$400 for 4 months, and then returned it; B at first put in \$3,000, and at the end of 4 months, \$500 more, but drew out \$1,500 at the end of 16 months. The whole gain was \$3,372. Find the share of each.
5. A and B start from two points on the equator, and travel toward each other. When they meet, A's watch is 40 minutes slow, and B's 1 hour fast. How many miles apart are the points of starting, and in what direction did each travel?

Algebra.

6. In accordance with what principle is *transposition* performed?
7. Describe the methods of *elimination*.
8. A father told his son that for every day he was perfect in school he would give him 15c.; but for every day he failed he should charge him 10c. At the end of the term of 12 weeks, 60 school days, the boy received \$6. How many days did he fail?
9. A certain number consists of two figures; if 7 be added to the sum of the digits the result will be three times the left hand digit; and if from the number itself 18 be subtracted the digits will be inverted. Find the number.
10. What is that number to which if 10 be added, and from which if 10 be subtracted, the product of the sum and difference will be 156?

Geometry.

11. Define a circle, an equilateral triangle, a regular hexagon.
12. Prove that the line drawn from the vertex of an isosceles triangle to the middle point of the base bisects the triangle.
13. How is the area of a circle, of a triangle, and of a parallelogram found?
14. Write formulas expressing the value of the sides of a right-angled triangle, when a = the hypotenuse, and b and c the other sides.
15. What relation exists between the area of two circles? Of two similar triangles? What is the shortest proof of the theorem: The sum of any two sides of a triangle is greater than the third side?

SCIENCE—TIME: 1 TO 3.10.

1. Describe the circulation of the blood in man.

2. Describe the process of seeing.
3. Describe the chemical action which produces the heat of the body, and mention the substances which result from such action.
4. State two facts or principles learned by experiment with the barometer; one, by use of the electrical machine; one from Atwood's machine; one from the use of the Hydrostatic Press.
5. Define *malleability*, *ductility*, *elasticity*, and mention two practical applications of each of these properties.
6. Why does water rise in a suction pump? What is the greatest height to which water can be raised by such a pump? How high would mercury rise in the same pump?
7. How do plants obtain their food?
8. Define and draw a raceme and an umbel.
9. Describe the Trade Winds?
10. Account for volcanic eruptions.
11. State the causes which produce a change of seasons.
12. How may carbonic acid be prepared? Describe a simple experiment with carbonic acid.

Explain the following common phenomena:

13. The melting of ice by the application of salt.
14. The rising of a drowned body to the surface of the water, after lying at the bottom for several days.
15. The sweetening of sour dough by the admixture of soda.

MISCELLANEOUS—TIME: 3.15 TO 5.25.

1. The British Empire.
 - a. Names of most important possessions.
 - b. Names of five important commercial cities.
 - c. Names of three great manufacturing cities.
 - d. Mention five important manufactures.
 - e. Name three imports from the United States; one from China; one from South America; two from Africa.
2. Name the capital and one important city of each of the political divisions of Europe.
3. What localities in the United States contain deposits of anthracite coal, of bituminous coal, of iron, of copper, of lead, of nickel?
4. Who were the following persons whose names occur in connection with early American history? Ferdinand and Isabella, Americus Vesputius, Sebastian Cabot, Cortez, DeSoto, Walter Raleigh, Wm. Penn, John Winthrop, Henry Hudson.
5. A brief account of Washington's early military experience.
6. Grammatical analysis of
 "The mists of worldly motives dim the clearest vision, and the sweetest voice falters amid the strife of passion."
 7. "Be not the first by whom the new are tried,
 Nor yet the last to lay the old aside."
 Give the meaning of the lines and parse the italicized words.
8. What principal of Rhetoric is violated in the following sentences?
 a. Wanted, a room for a single gentlemen twelve feet long and six feet wide.
 b. Lost by a poor lad tied up in a brown paper with a white string a German flute with an overcoat and several articles of apparel.
 Amend the sentences.
9. Write a sentence containing a *simile*; one containing an *antithesis*.
10. Write an analysis or outline of a composition on Study.
11. Name one or more historical works written by Bancroft, Prescott, Motley, Irving.
12. Which of Shakspeare's plays were derived from Roman History? What was Spenser's greatest work?
13. A brief account of John Bunyan and his chief work.
14. What language forms the basis of the English language? From what other languages has its vocabulary been enlarged?
15. Given the roots *tract*, *duc*, *fer* to make four derivatives from the first, three from the second, and three from the third.

SPELLING—TIME: 11.35 TO 12.

Interrogative, Prairie, Tradition, Disciple, Epitaph, Whooping-cough, Measles, Burial, Parricide, Precedent, Official, Dilemma, Fallacy, Parallelogram, Fossiliferous, Phosphorus, Neutralize, Malleable, Attrition, Portfolios, Mucilage, Laudanum, Irreparable, Miscellany, Triple, Resuscitate, Scurrilous, Dysentery, Trisyllable, Tyrannize, Proboscis, Rarefy, Acidity, Sedentary, Vacillation, Traceable, Fatiguing, Paralyzed, Reminiscence, Financier, Metallic, Archipelago, Anthracite, Reticence, Massacre, Penitential, Fascination, Admissible, Grievance, Avalanche.

THE RECESS.

Isaac Pitman, the inventor of phonography, has written the following letter to the London *Times*. If any of our fair readers can persue it without saying that the *phonography* is just too killingly lovely for anything, then we are very much mistaken :

PHONETICS AND DYSPEPSIA.

Ser: A frend sujests tu me that ei aut tu reit a leter tu the *Times*, plaising mei leifekspeeriens in kontrast with the editoarial suming-up on Mr. W. Gibson Word's vejetairian leter in the *Times* ov last Thursday. The konkluzhon areivd at iz: "So long az no speshal kaul is tu be maid on the strength, a peurili vejetable deiet mai sufeiz." As mei leif haz been won ov somewhot eksepshona- aktiviti, the fact that it haz been maintained on a vejetable deiet aut tu be noan, nou a diskushon on deiet haz been admited into the *Times*.

Mei deietitik ekspeeriens is brieffi this: Abut forti yeerz ago dyspepsia woz karying me tu the graiv. Medikal advizers recommended animal food three teimz a dai insted ov wuns, and a glas ov wein. On this rejimen ei woz nuthing beterd, but raather wurs. Ei avoided the meet & the wein, gradeuali rekuperd mei dijestiv pouer, & hav never sins noan, bei eni pain, that ei hav a stumak.

Theez forti yeerz hav been spent in knotineus laibor in konekshon with the invenshon and propagaishon ov mei sistem of fonetik short-hand and fonetik speling, korespondenz and the editoarial deutiz ov mei weekli jurnal. Tho siksti-feiv yeerz of aij, ei kontinu the kustom ei hav foloa aul throo this period, ov being at mei ofis at siks in the morning, summer and winter. Til ei woz fifti yeerz of aij ei never took a holidai, or felt that ei wanted won; and for about twenti yeerz in the first part ov this period ei was at mei desk foarten ourz a dai, from siks in the morning till ten at neit, with too ours out for meelz. Twenti yeerz ago ei began tu leev of at siks in the eeving.

I atribut mei helth and pouer ov endeurans tu abstinens from flesh meet and alkoholik drinks. Ei kan kum to no uther konkleuzshon when ei see the efekt of such ekstended ourz ov laibor on uther men hoo eet meet and drink wein or beer.

Ei have riten mei leter fonetakali, as iz my kustom, & shall feel obleijd if it be aloud thus to apeer in the *Times*.

EIZAK PITMAN.

Fonetik Institut, Bath 27, Januari, 1879.

So that's what the spelling reformers are bringing us to. All right, gentlemen! Go ahead. It is not our funeral. And then may be you will not have to sizzle for it. It is barely possible that Bob. Ingersoll is right. But verily Eizak, *leifekspeeriens* is good.

A hint for boarding-mistresses:—"Reptiles are inexpensive boarders; four lizards content themselves with a daily fly apiece."

We don't suppose the man lives who can tell whether Mother Eve stubbed her toe or stepped on her dress when she fell.

CHICAGO NOTES.

There is a prospect now that honest people will get their dues. Messrs. English and Richberg of the Board of Education have fallen out.

Inasmuch as Messrs. English and Richberg are the joint male parents of Mr. Doty's official existence, in the event of a permanent rupture between them, there will arise the interesting question, Which shall have the child?

After all we may be felicitating ourselves prematurely. It may be that Messrs. English and Richberg are only shamraing disagreement, and the subtlety and success of their schemes in the past would make such a theory not improbable. Indeed the *WEEKLY* has been urged to let up on English, lest its criticism re-unite the confederates of many vigils. But no; as between a natural and an unnatural enemy, the latter is most to be despised.

The cause of the seeming disagreement between Messrs. English and Richberg, is that the former wants the Superintendent to frame a batch of statistics so as to lie in one direction, to put the optional studies out, whereas the latter wants that official to have them lie in another direction for a showing to keep the optional studies in. There should be no row on this score, for Mr. Doty is an expert at statistics and is able to make them lie in all directions. Last year there was a great hullabaloo over the want of school accommodations. Thousands of children were represented as roaming wild through the streets, who would gladly, if there were room, attend school; but at the very opening of the schools this year the public are blandly informed that the accommodations are ample. The *mutamur in illis* comes in from the fact that last year we were dancing to Mr. English's anti-optional organ, and now we are tripping it to the music of Mr. Richberg's pro-optional hurdy-gurdy.

At the last meeting of the Board of Education it was stated that the sum available for evening schools is not sufficient to open them this fall. This may be all very true, but is it not provoking to observe the amount of money that is spent for printing, over and above the actual needs of the department? Last September, with 400 brand new class-books and a large number of expensive registers on hand, and 800 class-books partially used, a sufficient number to last with the new ones three or four years, the Superintendent spent about \$1,000 in getting out a mass of new forms, "blotters," "attendance books," "summary sheets," and "consolidated report blanks," that served no purpose but to render the large mass of stationery in stock useless and keep the teachers all the year making ciphers and mentally ejaculating, "O, blank the blankety blanks to blell!"

This year a new fashion of blanks is in vogue. Why the economical Mr. Ward tolerates this outrageous waste of public money may be understood when it is known that he is the father-in-law of Mr. Amberg, of Cameron, Amberg & Co., which firm does most of this work. It is a fact that the sum wasted in printing would be sufficient to keep the evening schools open all winter. Mr. Doty has the *cacoethes scribendi* the worst of any man we ever knew, but as no journal that wants to live would publish his MS. except under compulsion, or for an ulterior motive, he is obliged to gratify his morbid craving to appear in print, at public expense. The chief reason why Mr. Doty would not succeed in the blank book business is that except by authoritative official orders nobody would use his "blanks."

A SERIES OF QUESTIONS.

To the Editors of the Weekly:

Please put the following in the *WEEKLY* for answers:

1. On the one hand Greene, Clark, Swinton, Boltwood, Burt, Pinneo, Reed and Kellogg, in English, and Bullion and Morris, Harkness, and Smith's Principia, in Latin, say: "The predicate represents that which is said or affirmed; as, 'The house is built,' 'Chalk is white,' 'Is built,' and 'Is white' are the predicates."

On the other hand, Harvey says: The predicate of a proposition is that which is affirmed of the subject; as, 'Time is precious.' 'Precious' is the Predicate. Remark.—The predicate is sometimes erroneously called the attribute of a proposition, and the copula and predicate, taken together, the predicate." Who dare say which is correct?

2. What is the cause of the periodic rise and fall of the waters of the numerous small lakes in southern Michigan? "This period is about seven years," the inhabitants say.

3. A professor once said, I believe, when addressing a college society: "The fundamental principles which underlie all systems of education are few and simple."

F. G. MILLER.

MARCELLUS, CASS CO., MICH., Aug 18, 1879.

ON TEACHING SPELLING.

To the Editors of the Weekly:

Show me an individual who has studied McGuffey's or Webster's old spelling-book, and I will show you one who will stand high in his examination in spelling. If you teach spelling with reading, one or the other will be neglected. My experience of eleven years as teacher leads me to believe that the plan of placing the spelling lesson at the head of each reading lesson is a very excellent one, but the spelling must precede the reading lesson, and will require as much time as the reading lesson itself. Every word in the spelling lesson should be defined. Can a pupil succeed in his reading lesson if he has not studied his spelling lesson first? Does not a pupil, in recognizing the form of the word *cow*, see the whole of the word, and then the parts of the word? It is my opinion that the best method of teaching spelling is to teach it separately. I have tried various methods, but find the old way the best. Assign 25 or 50 words to each lesson. First give the pupils the sound of each word in the lesson, and let them pronounce after you, clearly and distinctly; and if one pronunciation is not sufficient, give another, and so on, till the class is thoroughly drilled on the sounds. Then call their attention to all the letters which produce those sounds, and after that have them copy on their slates the words which you pronounce. Give all necessary points to be regarded in their spelling—mark all incorrect words with an X, and have the pupil restudy all misspelled words. I am a reader of this journal, which circulates largely in this neighborhood, and would like to hear from others on the subject of spelling.

D. MCKINNEY.

NORMALVILLE, COOK CO., ILL., July 9, 1879.

Educational Intelligence.

EDITORS.

Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.

Illinois—Prof. John W. Cook, Illinois Normal University, Normal.

Indiana—J. B. Roberts, Principal High School, Indianapolis.

Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.

Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

Michigan—E. B. Fairfield, Jr., Supt. Public Schools, Howell.

CHICAGO, AUGUST 28, 1879.

THE STATES.

INDIANA.—County institutes are at high water mark throughout the state. The \$50 allowed by law, together with a small tax of from 50 cents to one dollar on each member in attendance, enable the county superintendents to employ good workers, and hence the character of the instruction given is of an excellent quality.

There lies before the writer a little bundle of papers published by the Clark County Institute, a daily journal with full reports of the institute lectures and lessons. A. C. Goodwin, Superintendent of Clark county, has shown great tact as well as enterprise in the thorough organization of his work, the publication of an excellent course of study for district schools, and in the collection and arrangement of statistics showing in a most convincing manner the superiority of the superintendency system over that of the old plan of having a county examiner. This superiority is shown in the constantly increasing number in all the schools who study geography, English Grammar, and other more advanced subjects.

Indiana employs 2,000 more male teachers than female. Last year, 13,957 licenses were granted and 1,880 applicants were rejected. The annually increasing number of rejected applicants for licenses is an evidence of the growing efficiency of the county system; it is also a reason for its unpopularity with a certain class.

Lucius B. Swift, who for six or seven years has been superintendent of the La Porte schools and a kind of educational bishop for the northern section of the state, has resigned his position and opened a law office at Indianapolis. He has the brains and grit to succeed, but it is a pity to lose such men from the educational ranks.

A recent trip through Kansas and Colorado afforded gratifying evidence of the high importance attached to good schools in those new states. Kansas, in her magnificent Agricultural Report, exhibits on all the maps throughout the volume, the location of all her school houses as a matter of prime interest to those who are seeking homes in her borders. All the larger towns have fine school buildings most conspicuously located. The same is true in Colorado. Denver, under the splendid management of Aaron Gove, boasts a system of schools and a corps of teachers inferior to none. Sewall is building up the State University at Boulder, and he is a personage of no mean consideration in that part of the dominion. We found old friends in the school principals of mining towns away up in the gulches and cañons of the mountains. Faris at Black Hawk, Hall (formerly State Superintendent), at Central City, and Chase at Georgetown, all good and strong men, fat and happy and doing good work on excellent material. In all these places, society is as settled, as peaceful, as intelligent and progressive as the most favored towns of the older states.

IOWA—Jackson County Teachers' Institute was held at Maquoketa commencing Aug. 18, and continuing two weeks. H. L. Boltwood was the conductor, assisted by J. R. Bowman, of Davenport, Miss M. Okey, now of the High School in Morris, Ill., and Miss Sophia Stuart of Maquoketa. 187 teachers were enrolled. Last year's enrollment was 127. Pres. Pickard, Principal DeArmond, of Davenport, Supt. Young, and Mrs. Cary, of Davenport, gave lectures. Elocution was taught by J. R. Frobisher of New York City. A new feature in institute work was a class in English literature, conducted by Mr. Boltwood which was largely attended by citizens as well as by members of the institute. Supt. W. M. Fost made all the general arrangements in a most satisfactory manner.

City Supt. C. P. Rogers was conductor of the Marshall county Institute.

The following item, which we have seen in a score or more papers, probably refers to Mrs. T. F. M. Curry, a teacher well-known throughout the state:

"There is a remarkable woman in the Davenport High School, who has taught thirteen years, reared a family, and never missed a term of school during that time. She is a lady of refinement and great strength of character combined, and has a command of language that is admirable."

The following proves that the *Chicago Journal* was correct in saying that Iowa is a great state—an honor to the West and the Union:

"In May last Helen Hartwell, an intelligent, modest, and timid young woman, well known as a school teacher in Cerro Gordo and Franklin counties, left Mason City for the west. In due time word was received that she had taken a homestead of 320 acres near Firesteel, Dakota, begun a farm, and was teaching school to help pay expenses."

Prin. John R. Bowman, one of Iowa's best and biggest-hearted teachers, is doing institute work in Jackson county.

Supt. Boyes, of Dubuque, knows how to get up a first-class institute. This year he treated his teachers to a course of lectures on literary subjects, delivered by Dubuque ladies.

Mr. Hannibal B. Kershaw, a member of the Iowa College class of '79, has the honor of being the first colored college graduate in the state.

Tipton's new \$25,000 school-house is approaching completion.

Cedar county Normal Institute enrolled about 140 teachers. Mr. J. Valentine, of Albia, was principal instructor, assisted by Mr. E. W. Craven and Miss Lucy Curtis. Miss Lida Hanna, of Marshalltown, had charge of the "model school."

Pres. Pickard, of the University, has lectured before quite a number of institutes. His subject is—"The Demands which our Common Schools have upon us for our Sympathy and Support."

Sabula wants a new high school building.

The new normal school building at Dexter will be ready for occupation about the middle of October.

Prof. Robert Graham, of Wisconsin, addressed the Cedar county Institute week before last.

Miss Ella J. Meade has been reading before a good many institutes in the state. An exchange says: "To her credit be it said, she omitted 'Darius Green,' 'The Creed of the Bells,' and the rest of the thread-bare stock-in-trade, and for the most part gave new and pleasing selections."

MINNESOTA.—Supt. A. H. Tuttle, of Mower county, has recently issued a very neat circular for the use of districts in his county, and designed as an aid to teachers in their daily work. It is compiled largely from the circular issued by the association of institute instructors of Wisconsin.

Prof. Frederick A. Fogg's Select School at St. Paul is evidently in a prosperous and promising condition. Professor Fogg has secured for one of his teachers a lady who has the reputation of being one of the best primary teachers in the Northwest, and in some branches she is probably unexcelled. Miss Rose C. Swart, for the past eight years a member of the faculty of the Oshkosh, Wis., State Normal School, has accepted an offer from Professor Fogg of \$1,200 a year, and the teaching force of Wisconsin is weakened by the departure of an accomplished and highly esteemed teacher to the other side of the river. Wisconsin tried hard but could not keep her.

OHIO.—Ohio has no state normal school; but Prof. John Ogden is working with commendable zeal to build up a school at Worthington that shall supply the want. Those who attended the summer term of six weeks enjoyed a rich feast in the instructions of Rev. Dr. Schuyler, of Baldwin University; Supt. R. W. Stevenson, of Columbus; Hon. J. J. Burns, State Commissioner; Hon. T. W. Harvey, of Painesville; Supt. Geo. Ormsby, of Xenia; Rev. Dr. Merrick, of Delaware; Mr. Sidney Short, of Columbus; Dr. Townsend, of the State University; and Dr. John Hancock, of Dayton. The graduating exercises of the Normal School occurred Aug. 15, at which time twelve received their diplomas.

WISCONSIN.—Prof. Frank Lee has been engaged as principal of the schools of Peshtigo for the coming year, at a salary of \$700.

Prof. J. C. Crawford has been reelected principal of the Marinette schools at \$1,200 a year.

Prof. T. C. Chamberlin resumes his work as Professor of Natural Sciences in Beloit College, having returned from his year's tour in Europe.

The Beloit high school is making marked progress, while some others are taking backward steps, particularly in the cutting off of the higher branches.

A correspondent of a Chicago paper writes as follows from Racine: The annual play-spell of teachers and pupils is drawing to a close. Monday morning the institute for teachers of the city will commence at the high-school building, in charge of L. W. Gammons, and continue one week. The sub-

jects from text-books will be handled by different teachers, as follows: L. W. Gammons, M. L. Smith, S. E. Beede, Cephas Lynch, John Corse, and Misses Delia Knight, Emma Kelley, Emma J. Lewis, Eliza J. Christie, M. F. Barr, Kate Evans, and others. Miss Kate Evans will read a paper on "Composition-Writing in the Ward Schools." Topics in school organization will be presented by Judge Hand and Judge Allen, of the school board, and the several principals of the ward schools. The reopening of the Racine public schools will take place Sept. 8.

Racine College will open for the fall term on the 11th of September, with greatly increased facilities. The sanitary improvements at the institution are such as to leave no excuse for sickness among students, and the professorships will, as formerly, be ably filled.

The McMynn academy opened Sept. 1, with the same efficient corps of teachers it had last year.

The report of the finance committee of the Racine board of education, estimating school expenses for next year, was not satisfactory to the city council, which latter body ordered its committee on education to look into the matter and report means of retrenchment, if possible. The report first above referred to contemplates an expenditure on the schools for next year of \$37,550, inclusive of \$5,000 wanted to repair the Third ward school building. At the next meeting of the council the committee on education, composed of Ald. Lukes, Boyd and Weber, will report against allowing anything for repairs on the Third school building, and will also report a total reduction in other directions in the itemized amounts mentioned in the said finance committee's report of \$1,200—a snug little reduction in all of \$6,200. The gentlemen of the committee of the council think the union Sunday school building at Racine Junction should be rented for a primary school, which would accommodate such pupils from the Third and Sixth wards as cannot now be comfortably cared for at the Third ward building. The school board have themselves set the example of penny-wise economy by reducing teachers' salaries, and there is now no telling where the thing will end.

MICHIGAN.—State Superintendent Gower and wife have been in the upper peninsula. Mr. Gower has been visiting and overseeing the various teachers' institutes in that portion of the state.

L. E. Irland, late principal of the school at Parma, has been engaged to fill a like position at Plainwell next year.

I. L. Forbes, late of the New Baltimore school, will be principal of the Brighton school next year; an excellent selection, upon which the Brighton school should be congratulated.

S. P. Hutchison, principal of the school at Laingsburg during a portion of last year, has been engaged to teach at Port Austin, Sanilac county.

J. W. Simmons, principal of the union school at Lawrence, Van Buren county, during the last year, will have charge of the one at Otsego next term.

Prof. E. D. North has resigned as principal of the Mason union school, and contemplates the study of medicine. Prof. D. P. Simmons of Homer, has been chosen to fill the vacancy caused by Prof. North's resignation.

Prof. I. L. Stone, late superintendent of the Battle Creek schools, has been offered the superintendency of the Kalamazoo schools, in place of Prof. George, promoted to the State Normal School.

G. A. Osinger of Edwardsburg, a recent graduate of the State Normal School, will be the principal at Parma next year.

L. W. Mills, formerly principal of the union school at Plainwell, goes to fill a similar position in the school at Lawrence.

The examination of candidates for admission to the department of literature, science, and the arts, in the State University, will be held Sept. 18-23. The school year begins Sep. 24.

The Grand Rapids school board will open an industrial school next term.

Prof. Ranger, late principal of the Morenci schools, has been appointed to a similar position in the Elk Rapids schools, at a salary of \$800 per year.

Grand Rapids will levy a tax of \$2,500 for the benefit of its public school library.

As usual, we are indebted to the *Lansing Republican* for many news items. Prof. Robinson is the new superintendent of the Manchester schools, and Mr. C. F. Field, in addition to his work in the village schools, has been appointed township superintendent of schools.

Frank D. Haskell, University class of '79, has received an appointment as instructor in Greek in Kalamazoo College.

E. D. Barry is superintendent of the Allegan schools, Prof. Wood remains at Vassar another year.

A teachers' class will be organized at the opening of the Flint public schools, as usual, to continue ten weeks. The system and thoroughness of instruction in the public schools of Flint are not surpassed anywhere.

A recent short trip up the Lake Huron side of Michigan gave the editor of this department an opportunity of making many pleasant acquaintances among the teachers of that section. Supt. I. W. Morley is pleasantly located at Bay City, and has forty-five assistant teachers. He has recently had copyrighted the best school register that we have seen. J. A. Corbin has just removed to Alpena, one hundred and forty miles north from Bay City by boat, and eighty miles from the nearest railroad station. He has sixteen assistants, several of whom we met at the teachers' institute at Harrisville. J. E. Fair is getting settled in his new home at Harrisville. This little town of 600 or 700 inhabitants has one of the pleasantest school-houses we have seen anywhere. The number of teachers along this shore is quite small, so that the attendance upon the institute was not large, but those present exhibited a laudable interest in the school work, and a desire to become thoroughly acquainted with their duties.

The grounds about the Normal School Buildings at Ypsilanti have been much improved by grading, etc., and the buildings themselves remodeled and partially refurnished. About \$300 worth of new books have been received for the library.

Prof. D. Putnam takes charge of the public schools of Ypsilanti. The fine new building for the high school is an ornament to the city. The heating is to be both by direct and indirect steam. Mr. Hubert W. Brown, A. M., (of the University) has charge of the central room, which is arranged to seat 60 pupils.

Prof. W. L. Smith, Deputy Superintendent of Public Instruction has compiled a very neat and useful volume, containing a compilation of the general school laws of Michigan up to the present year. This book contains the constitutional and statutory provisions relating to schools, superintendents, and teachers, appropriately classified, copiously side-noted, and with each amendment foot-noted, giving the number of the act amendatory. Following these is an appendix giving correct forms for all proceedings under the school laws, and an index so complete as almost to form a concordance.

CLERGYMEN EDUCATORS.

To the Editors of the Weekly:

Near the close of the article on Agricultural Colleges by Prof. Phelps, in No. 124, occurs the following: "With our systems of public instruction, our state superintendencies, and too frequently, our normal schools controlled by clergymen who know more of mediæval theology than of modern education, and who have a greater love for the chicanery of the demagogue than for the interests of the people, there is a poor prospect of bringing our school system in harmony with the true spirit of the age, or the real needs of the country."

We would ask, is not Prof. Phelps making a pretty sweeping charge against the clergymen of this country who are engaged in the educational work? Here in Illinois we have Drs. Edwards, Gregory, Allyn, and a score of other clergymen whom we students have learned to respect. Must we now implicitly accept the statement, that these men know more of mediæval theology than of modern education, and have a greater love for the chicanery of the demagogue than for the interests of the people? And in the East they have Drs. Porter, Elliott, Barnard, McCosh, and many others of like character and reputation. Now because these men are quite as well versed in mediæval theology as Prof. Phelps, does it follow that they are less acquainted with the methods of modern education? and does it thus follow that they partake more of the nature of the demagogue? If, as he says, our educational interests are largely under the control of clergymen, what makes it so? He certainly will not claim that, aside from their qualifications, clergymen have any advantage in securing these positions, while the whole spirit of our institutions is opposed to denominationalism, our legislators many of them prejudiced against the clergy and the church, the whole people pledged against clerical aggression, and a goodly number of educational writers constantly keeping the subject before the public. And that the clergy are more devoted to chicanery, or that there are more educational shams among them than among secular educators, we do most flatly deny. His reference to mediæval theology is suggestive. We have somewhere received the impression that where mediæval theology was keeping up a little life, education outside of the clergy was at a low ebb.

D. W. DORAN.

WESTFIELD, ILL., Aug. 28, 1879.

THE PRESENT CONDITION OF THE SPELLING REFORM.*

By PROF. F. A. MARCH, President of the Spelling Reform Association.

The annual meeting of the Spelling Reform Association was held in July, and the committee on new spellings, Profs. F. A. March, S. S. Haldeman, and W. D. Whitney, made a final report on the schemes of new letters and new spellings refered to them, which recited the action of the Philological Association, and reported for general use and for the publications of the Association the alphabet therein set forth; and recommended the attempt to bring it into immediate use in the manner set forth in the final suggestions of the report.

This report was adopted, no one dissenting. The committee of publication proceeded to prepare a Bulletin, setting forth and illustrating these reports, giving forms of capitals and script letters and directions to printers to imitate the new letters by cutting and inverting common types.

It would hardly be right, in presenting the present prospects of the Spelling Reform, to forget that there are obstacles to its progress. One of the worst of these is despair. Men say, great men, who can do almost anything, "The spelling is monstrous, is wicked. I am ready to testify against it. But nothing can be done." Sometimes this despair is an illusion, growing out of not distinguishing language proper from the signs by which it is recorded. Language proper, speech, is a highly complex organism, like man himself. Words, the elements of it, have a twofold nature, on the one side thought, on the other side sound. The laws according to which words are born, grow, and die, are based, partly in man's physical constitution, partly in his mind, partly in his surroundings, and they are among the most subtle of all laws.

Almost none of them have yet been so clearly and quantitatively formulated that they can be applied to predict the future. The best known serve rather as topics for illustration in lectures. The law of least effort, for example, according to which all changes in language move from sounds requiring more effort to those requiring less, so that in the struggle for life among the vocabularies, those requiring least effort survive, is accepted as a law parallel with gravitation in the material world, and may be illustrated by examples without number in the history of words. But man can make an effort when he pleases, and the conditions of his good pleasure are too subtle to be predicted. The piles of consonants in many words of foreign languages so affright our eyes that we balk at the attempt to pronounce them. "Sneeze three times and say *ski*" is the old direction for starting a man in Polish.

And the speeches of many savage tribes are made up of such heaps of trills and clucks and snorts and hisses and wheezes, that the utterances of them must be feats of vocal gymnastics as prodigious as those of the Chinese jugglers. There is but one man in civilized society who can do these feats. Catch our friend, Prof. Haldeman,—he is the man,—and make a ring about him, and get him to give you a few specimens, and then tell me how they could have arisen according to the law of least effort. The fact is, it is fun to make a noise. The healthy animal rejoices in these Fourth-of-July explosions and orations and cheers and tigers; and the tenderer moods have their own dear delight in the murmurs and croonings and whispers of a summer evening. There is play in language in which effort does not count. The old word for *knife* (*naif*) was *knif*. That the *k* should be dropped is according to the law of least effort; but why change *i* to the long diphthong *ai*? *Loud* was *hlud*; the *h* is dropped according to the law of least effort, but who could have predicted the rise of the diphthong *ou* (*au*)? The fact is, that the peculiar changes of single words are tricked by whim, and the great changes by which the sounds of a whole language are moved, are brought about or modified by causes working often on the physical constitution of whole nations, which we know little of, and with which we could do little if we did know them. We may well despair, therefore, of controlling the history of the spoken language. But the spelling, the written speech, is a different matter altogether; that is only a contrivance, a set of tools, machinery, to record and communicate the speech. It lies parallel with coins, or weights and measures, and the improvement of it is like the improvement of weights and measures, or, indeed, of telegraphs, sewing-machines, reaping-machines, or any labor saving machinery. Let a language be given, the problem of recording and communicating it is a problem in the invention of labor-saving machinery. The most natural contrivance was found ready-made in man himself, that microcosm of inventions. The vibrations of the voice that enter his ear make a permanent modification in him, as in the tinfoil of the phonograph, so that he can repeat the sounds at pleasure. Man is, in short, a phonograph.

*See No. 124 of the WEEKLY for the first part of this paper.

The first records of speech were made by calling in witnesses to hear and repeat the language it was desired to record; deeds of land, achievements of kings, sacred rituals, great poems, Iliads, Beowulfs, were thus recorded and transmitted. Classes of men were set apart for phonographs. But man is a costly machine, and very perishable, and always getting out of order. Cheaper trustier, and more durable phonographs were wanted; and they were not to be had, for there was prophecy of an Edison in the first recordant modifications of the brain, the coming man was not to get to New Jersey for some thousands of years.

They tried records on wood and stone, pictures, then signs of words and syllables, and finally alphabetic writing was invented, the most important invention, it has often been said by philosophers, that man has ever made, by which the memory of two-score signs of sounds takes the place of that of thousands of signs of things.

Since the invention of letters, improvements have been made year by year in their forms to adapt them better to legibility, speed, and beauty. A page of Roman type is one of the objects into which most labor has gone. The type-cutter of to-day is heir of all the ages when he works on the Roman types: A new letter has a poor chance to rival the old. All this, however, has gone on independently of the changes in speech. It would have gone on faster, if speech had never changed. None of the mystery of the changes of pronunciation attaches to it. The difficulties which prevent the change of types are like those which attend the change of weights and measures. The introduction of new spelling is like the introduction of the sewing-machine. Everybody knows the old way and nobody knows the new. One generation must have a deal of trouble. We want to find some powerful class whose interest in the change is such that it is best for them to take the trouble. In the new spelling, this class are the teachers, whose most irksome labors will be lightened, and the publishers, who will hope to win in the new field of adventure in books. Let the teachers start us, and we shall all find heart.

Another serious hindrance nowadays, while we are just poised to the start is found in the comical or ridiculous side of the changes.

It has happened that an author whose scholarly conscience compelled him (*noblesse oblige*) to make the change, when the proof-sheets came, has found their queer look and their ridiculous associations quite too much for him. We may strengthen ourselves by reflecting, after Emerson, that nature has no covenant with us that we shall never be ridiculous; or with Burke, that no man ever had a point of weakness that did not some time serve his turn; or with many an awkward lover, that odd things, made familiar in fun, are by and by chosen in earnest. The world laughed at Shakespeare for years, as out of all the rules of all the Greeks and Frenchmen. They laughed at him, they laughed with him, they wept with him, they loved him; till one day a genius turned critic said, "Why laugh at him for being unlike them? Let us laugh at them for being unlike him!" And all the world agreed—slowly. Who knows but the good time may be near when it shall seem ridiculous to write *dough* for *do*, and *phthisic* for *tisic*?

Other obstacles arise from want of agreement among the earnest reformers. We have tried hard and long to agree. We have held conventions, national, international; appointed committees, waited years for deliberations and reports, and accepted them. We have gone through all the motions; but after all we do not agree. New converts are made every day, and every one makes a new scheme. Converted on Saturday, they incubate Sunday, and print on Monday. Then there are the veterans, Ellis, Pitman, Parkhurst, Longley, Jones, each a tenth legion, an old guard, that never surrenders. Some cannot accept any new letter. Some will take no less than fifteen. Some want diacritical marks. Their stand against the world inclines them to reject all authority and all compromise. Reformers think for themselves and act for themselves more than other men. We shall come together only as we approach our common goal.

But all things would be in favor of us to-day, if we had money and workers; money, of course, but most of all, active men. The reform is great in its backing of great names. No reform affecting great vested interests has commanded a more general assent from eminent scholars and educators. But from the nature of the case, their support cannot go much further than assent and advice. To be an eminent scholar in these days implies mature, generally advanced age, a life devoted mainly to some special field of original research, pledges so the world and to publishers of further researches in the same field, and, most likely, poverty, or a pledge of all available money to carry out long-cherished plans.

Our own Prof. Whitney, for example, is known to all the world as bringing the accumulated knowledge and sagacity of a lifetime to his work on Sanskrit.

All the world would cry out if he were to give it up in order to devote his days and nights to pushing the Spelling Reform. So of our great master of the Algonkin languages, Dr. Trumbull. A new cause needs new men. And this cause needs young men, men of action. To rising teachers who look to Normal School professors, or superintendents of instruction, not knowing but they may sometime fall into politics and get to Washington at last, and who need to store up pleasant memories to cheer the gloom of a senatorship or presidency, to all the hundreds of aspiring young men who would gladly find a good cause to work in, there is none that offers better promise than the Spelling Reform.

Charles Sumner said the year before he died, "The English language has an immense future. But there must be harmony between the written and spoken word. In helping this reform you are a benefactor."

The great scholar-statesman of England, Gladstone, says that he would gladly lead it, if he were younger, and had some things off his hands, meaning, we may suppose, the *Iliad*, and the Pope, and the Turk, and the Jew. We want a Gladstone for the United States, an eminent man of action and scholarship, to head our reform, some happier Sumner, some Horace Mann. We want one for every State in the United States. We want a village Gladstone for every town. None such shall rest inglorious.

PRIMARY TEACHING.

OTTO PLANCK, Nebraska.

THERE is no part of our educational system in which so much improvement has been made of late as in the primary school. But while our graded city and village schools show such improvement, it cannot be said that a majority of the country schools have marched along with them. True enough, most school-houses have good modern furniture, but its style is not always in keeping with the style of teaching. Too often the latter smacks of the time of slab-seats and the log-house in which "the village master taught his little school."

There is a sad lack of method, and primary teaching as practiced by many, simply means a little reading, much spelling, more spelling yet,—and that's the end of it. There is no cultivation of the observing faculties; no refinement of the heart and mind; no employment for the restless little hands; nothing but dull spelling, and equally dull reading lessons. "But," says an opponent, "primary pupils cannot be taught anything else until they have acquired the rudiments of spelling, and through them, of reading." It's a mistake, my friend; a primary school of to-day has a much more enlarged field of action. It sharpens eye and ear; it trains to attention and study; it improves heads and hearts; it cultivates good utterance and correct language; it strengthens memory, but not at the expense of all other faculties; it enables its pupils to read with understanding, to construct simple sentences, and to perform easy examples in the four rules, with small numbers.

The medium through which instruction is conveyed is language. Hence language is the first thing to be acquired. Of course, children entering school can speak, but they have neither a ready nor a correct use of language,—and it is not mere prattle we are aiming to cultivate, but language in its proper sense. Therefore, language lessons are foremost in primary education, and they can best be given by means of object lessons. But these should be closely connected with the subject-matter of the reading-lessons, and, if possible, the objects themselves, or at least good pictures thereof should be exhibited.

Suppose you teach reading in the manner advocated in Appleton's Readers, to wit: by a combination of the word and phonic methods.

The first to be learned in the First Reader of the series named, is Cat. Now it would be a very good plan to tell some simple

little story of a cat; if it be in verse suitable for the juvenile mind, all the better. Next have an object lesson on cats. There is one thing, however, I would impress upon the teacher's mind: do not suppose that the subject, because it seems plain, will come to you without good preparation at home. A definite object is to be gained by the lesson, and to gain it, no hap-hazard questions must be asked. The least that can be demanded of the teacher is an analysis of his subject, written out before hand, but better yet would be a completely worked out lesson in questions and answers. Certainly, that is a task, but the primary teacher that is not willing to perform the labor necessary to success should quit the business and seek some more congenial occupation elsewhere.

LITERARY AND MISCELLANEOUS ITEMS.

—Mr. Henry Cabot Lodge, one of the new editors of the *International Review*, contributes to the September number a review of the life of Secretary of the Treasury Albert Gallatin—a life which marks as important an era in the financial history of the United States as that through which the nation is now passing. Mr. Philip Gilbert Hamerton begins his article on Rubens in the same number.

—*The American Temperance Speaker* No. 1. This is an admirable collection of dialogues, readings, speeches, and recitations, suited to all adult and juvenile organizations, Sabbath and day schools, and literary societies. It is issued by the American Temperance Publishing House. J. S. Ogilvie, publisher, 29 Rose street, New York. It contains 96 pages, 12 mo., price in paper cover, 25 cents; cloth, 60 cents.

—The American Temperance Publishing House, No. 29 Rose street, New York, has issued three of Mr. Gough's Lectures on Temperance: No. 1, "*Our Battle Cry: Total Abstinence.*" No. 2, "*The Power of Appetite.*" No. 3, "*The Only Remedy.*" In sending out these lectures, this house is doing a great good by giving to the thousands who have never had the pleasure of listening to Mr. Gough's words of eloquence the opportunity of reading them. They are printed in neat pamphlet form, of 24 pages each, and contain Mr. Gough's portrait and autograph. Price, 10 cents each, \$1 per dozen. The three lectures are also published in one pamphlet, price 25 cents.

—A pamphlet of 48 pages, published by Wood and Holbrook, 13 and 15 Lighthouse street, New York, entitled *The Better Way*, should be read by every man in the country. It is an appeal to men in behalf of human culture through a wiser parentage, by A. E. Newton. Price in Paper cover, 25 cents.

—The name of *Sunday Afternoon*, Springfield, Mass., has been changed to *Good Company*. The September issue is the last under the old name. It is an unusually good number, and several things in it should be read by teachers. The subscription price is only \$3.00 a year.

—*Primary Language Lessons*, or How to Talk and Write Correctly, is the name of a little primer by C. C. Baldwin, of Balcony Falls, Rockbridge county, Va. It consists of a series of ungrammatical and vulgar expressions, each placed opposite the correct or more preferable form. The design is to drill the pupil on these expressions, till they are avoided in conversation, and thus correctness of speech is acquired previously to the study of grammar. Price 15 cents.

The same author has published a collection of *Moral Maxims* for schools and families, which is used in the public schools of Virginia. Price 10 cents.

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PUBLISHERS' NOTES.

—Edwin Alden, of Cincinnati, sends to the WEEKLY considerable advertising in the course of a few months. We are in receipt of his latest Catalog of American Newspapers, which shows an immense business transacted by him. His arrangement of the lists in the first fifty pages is very convenient and serviceable to advertisers.

THE WEEKLY FOR \$2.00 NET.

—"The Educational Weekly" has adopted the stingy plan of "sponging" work from agents and refuse to allow any commissions. Presuming none of our agents have time to work for fun while there are so many other papers that appreciate their labors and pay for it, we drop the Weekly from our lists."

We clip the above from the *Literary Reporter*, a sheet issued monthly by C. W. Bennett, Quincy, Mich. The publisher is an honest and honorable man, with whom we have had pleasant relations and satisfactory dealings for two years or more. While the WEEKLY was furnished to clubs at a price lower than to single subscribers, we received and filled single orders from him at club rates, with a guarantee from him that he would send us a full club of ten before the end of the year. This is the same rate that we made to county superintendents and others who made it a business to forward subscriptions to us. But when the price of the WEEKLY was reduced, and club rates were done away with, we decided to give all subscribers the benefit of the lowest price, and notified Mr. Bennett to that effect. Subscribers may now receive the paper directly from us at the same rate that "agents" of the stripe which Mr. Bennett represents are required to pay. In fact all pay the same, as we do not think it right or reasonable that we should ask the very ones from whom we expect subscriptions, and for whom the paper is published, a higher price than we ask others, like postmasters,

and agents of the Bennett stripe, and a higher price than is necessary for the maintenance and prosperity of the paper. Mr. Bennett calls this plan "stingy," and a "sponging" one. We think the other was the "sponging" plan, when we could accept \$2.00 for what we charged our subscribers \$2.50. (One of our contemporaries still accepts any price from fifty cents to a dollar and a half.) Furthermore, we prefer to select our own agents. Such agents as Mr. Bennett are self-appointed, and we do not see how they do us any good. We expect our agents to work for our paper, which Mr. Bennett never did, except to publish in his paper that he would receive subscriptions at lower rates than we did, and this in connection with a list of 500 other papers, whose publishers supposed he did something to increase the size of their subscription lists. To all legitimate agents of ours we have allowed a most liberal commission, and we continue to do so, but these agents are working agents, and we are satisfied that their efforts in behalf of the WEEKLY are of direct advantage to us. We do not care to regard any one as our agent, at least we do not engage to pay him for service, who does not work directly in our behalf. We appreciate the kindness of many principals and superintendents who forward to us the full price of subscription for their teachers, and especially when we know they have made an effort to secure such subscriptions. They are far more deserving of a "commission" than the agent (?) who attends to his grocery or his post-office, making no direct effort in our behalf, but expects to be paid twenty-five or fifty cents for receiving a lower price than he was ever authorized to receive for the WEEKLY, and forwarding it to us in place of the full price, which the subscriber would otherwise send directly to us.

We have made this full statement, not alone on account of Mr. Bennett's false and uncalled-for remark, but that our position and our views on the subject may be known to all. Our subscription price is two dollars in advance, or two dollars and a half if not in advance, and this we expect all to pay. If any one wishes to work directly in our behalf, we shall be glad to employ him and allow him a liberal commission. We want such agents in all parts of the country.

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